

## INMAN ELEMENTARY

25 Oakland Ave.  
Inman, SC 29349

**GRADES** K-6 Elementary School

**ENROLLMENT** 748 Students

**PRINCIPAL** Beth Young 864-472-8403

**SUPERINTENDENT** Dr. James A. Littlefield 864-472-2846

**BOARD CHAIR** Henry T. Gramling 864-472-2846

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	65	12	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

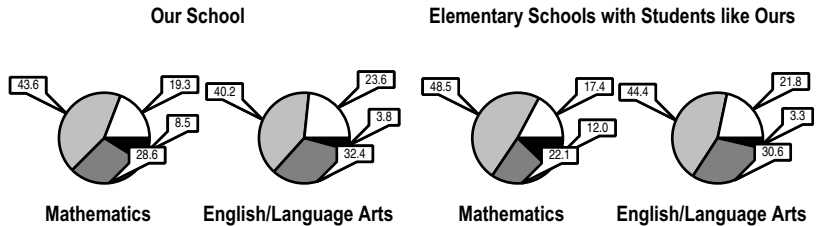
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




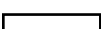
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	55	106	85
Percent satisfied with learning environment	100.0%	82.1%	87.1%
Percent satisfied with social and physical environment	100.0%	87.5%	64.7%
Percent satisfied with home-school relations	90.9%	87.5%	77.1%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	425	99.5	23.6	40.2	32.4	3.8	36.2	17.6
<b>Gender</b>								
Male	201	100.0	30.3	40.5	27.6	1.6	29.2	17.6
Female	224	99.1	17.8	39.9	36.6	5.6	42.3	17.6
<b>Racial/Ethnic Group</b>								
White	305	99.7	19.7	39.3	35.9	5.1	41.0	17.6
African-American	102	99.0	35.6	43.3	21.1	N/A	21.1	17.6
Asian/Pacific Islander	13	100.0	36.4	45.5	18.2	N/A	18.2	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	355	99.7	15.8	42.6	37.1	4.6	41.6	17.6
Disabled	70	98.6	60.9	29.0	10.1	N/A	10.1	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	425	99.5	23.6	40.2	32.4	3.8	36.2	17.6
<b>English Proficiency</b>								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	422	99.5	23.5	40.3	32.4	3.8	36.2	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	202	99.0	35.0	37.8	25.0	2.2	27.2	17.6
Full-pay meals	223	100.0	14.2	42.2	38.5	5.0	43.6	17.6

<b>Mathematics</b>								
All students	425	100.0	19.3	43.6	28.6	8.5	37.1	15.5
<b>Gender</b>								
Male	201	100.0	21.6	41.6	28.6	8.1	36.8	15.5
Female	224	100.0	17.3	45.3	28.5	8.9	37.4	15.5
<b>Racial/Ethnic Group</b>								
White	305	100.0	13.5	44.3	31.4	10.8	42.2	15.5
African-American	102	100.0	36.7	40.0	21.1	2.2	23.3	15.5
Asian/Pacific Islander	13	100.0	27.3	54.5	18.2	N/A	18.2	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	355	100.0	13.9	43.9	32.1	10.0	42.1	15.5
Disabled	70	100.0	44.9	42.0	11.6	1.4	13.0	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	425	100.0	19.3	43.6	28.6	8.5	37.1	15.5
<b>English Proficiency</b>								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	422	100.0	19.2	43.4	28.8	8.6	37.4	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	202	100.0	32.6	41.4	22.1	3.9	26.0	15.5
Full-pay meals	223	100.0	8.3	45.4	33.9	12.4	46.3	15.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	86	N/A	12.8	41.9	41.9	3.5	45.3
	Grade 4	103	N/A	14.6	56.3	28.2	1.0	29.1
	Grade 5	110	N/A	21.8	50.9	27.3	N/A	27.3
	Grade 6	100	N/A	14.0	47.0	32.0	7.0	39.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	115	100.0	20.4	34.3	40.7	4.6	45.4
	Grade 4	99	98.0	26.1	37.0	34.8	2.2	37.0
	Grade 5	99	100.0	23.7	51.6	24.7	N/A	24.7
	Grade 6	112	100.0	24.8	39.0	28.6	7.6	36.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	86	N/A	3.5	34.9	36.0	25.6	61.6
	Grade 4	103	N/A	25.2	36.9	16.5	21.4	37.9
	Grade 5	110	N/A	25.5	47.3	12.7	14.5	27.3
	Grade 6	100	N/A	22.0	45.0	25.0	8.0	33.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	115	100.0	18.5	41.7	25.9	13.9	39.8
	Grade 4	99	100.0	23.7	53.8	19.4	3.2	22.6
	Grade 5	99	100.0	18.3	53.8	25.8	2.2	28.0
	Grade 6	112	100.0	17.1	27.6	41.9	13.3	55.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 748)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 1.1%	3.1%	2.4%
Attendance rate	92.6%	Down from 95.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	24.2%	Down from 31.3%	17.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.5%	Up from 8.0%	8.7%	8.0%
Older than usual for grade	N/A	N/A	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	49.1%	Up from 47.2%	49.1%	50.0%
Continuing contract teachers	90.6%	Up from 86.8%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.4%	Up from 88.5%	87.7%	86.2%
Teacher attendance rate	96.2%	Up from 94.7%	95.6%	95.3%
Average teacher salary	\$41,440	Up 3.6%	\$40,044	\$39,909
Prof. development days/teacher	13.8 days	Up from 13.5 days	11.4 days	11.4 days

School				
Principal's years at school	1.0	Up from 0.0	4.0	4.0
Student-teacher ratio	20.4 to 1	Down from 20.9 to 1	19.2 to 1	18.9 to 1
Prime instructional time	88.0%	Down from 89.3%	90.2%	89.7%
Dollars spent per pupil*	\$5,729	Up 13.6%	\$5,789	\$5,892
Percent spent on teacher salaries*	64.8%	Up from 64.6%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2002-03 school year was a year of growth and change for Inman Elementary as we celebrated our "Garden of Knowledge" theme. A mid-year move into a new building addition provided much needed space for classroom instruction, a computer lab, science lab, health room, cafeteria and office space. Under the direction of new leadership in the principal and assistant principal positions, our commitment focuses on improving strategies to implement the SC Curriculum Standards with an emphasis on active student involvement and alternative assessment measures. Staff development has concentrated on the implementation of research-based best practices in all curriculum areas and vertical teaming to ensure a continuum of instruction.

Our school benefited from the support of an exemplary PTO and SIC, volunteers and mentors, dedicated personnel and active business partners. The Spartanburg Arts Council joined in providing additional fine arts experiences for each grade level. Grant monies provided funding for specific curriculum activities that reinforced learning. Author visits, along with Family Nights, emphasized the importance of writing and literacy. Students participated in field trips throughout the year at every grade level.

Exceptional programs were coordinated for our diverse student population through ESL, special education, gifted/talented, physical education and technology services. Academic assistance was offered through Reading Recovery, SOAR to Success Reading Intervention, Communities In Schools (CIS), a homework center and an extended-day after-school program. As a result of these combined efforts, student performance on PACT is expected to show continual improvement over time.

Our students developed responsibility through participation on the Student Council, Safety Patrols, News Team, school committees and service projects. A partnership with the junior high, high school, district office and local businesses provided opportunities for mentoring. Special attention was given to safety and security this past school year as our Crisis Response Plan was thoroughly reviewed and updated.

Strong community and parent involvement show support for our mission, "to prepare students to become successful, innovative, responsible citizens and future leaders in a rapidly changing society through quality education encompassing home, school and community." On behalf of the faculty and staff, I invite you to take an active role in your child's education and join us in fulfilling our mission for the students of Inman Elementary School.

Beth Young, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.